

6 month reporting date 9/17/03
 12 month reporting date 4/17/04
 Closed 3/02/04

Lemmon School District Improvement/Progress Report Form

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The consent to evaluate was not received for all evaluations given and consent was given, but no list of types of tests was indicated.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Informed parental consent will be obtained before conducting any evaluation affecting eligibility status for (initial and re-evaluations).				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district shall receive and file consent to evaluate forms before conducting evaluations 100% of the time. Assessments to be given will be listed on the consent to evaluate forms 100% of the time.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special Education Teachers will cross check consent to evaluate forms to ensure they are complete and in the student file prior to testing. What data will be given to OSE to verify this objective? SPED Staff will review the prior notice data and report to the OSE Office as to what percent of the files reviewed had parental consent to evaluate in the areas that assessments were given.	11/30/2003	Special Education Teachers	Met	Met

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Please explain the data (6 month) Data of student's evaluated by special education staff during the 6 month progress report window indicated that consent to evaluate was obtained 100% of the time.
Please explain the data (12 month)

Principle: 3 - Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The initial and three-year re-evaluations did not include functional evaluation within the 25-day period. The functional evaluation was not being utilized in designing the student's program and present levels of performance.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A variety of assessment tools and strategies are used to gather relevant functional and developmental information, which can be used in the designing of the student's program and developing of the student's present level of performance.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) A functional assessment will be given to each student within the 25 day time period and an evaluation summary filed with other assessment results in student files 100% of the time.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>The Special Education staff will conduct functional assessments within the 25-day time frame and summarize the functional data. The student's functional data will be incorporated into the student's present levels of performance 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The SPED staff will report to the OSE, as to what percentage of files contained the functional assessment summaries that had been completed with in the 25-day assessment timelines. The SPED Staff will also report what percentage of files included the functional assessment data in the student's present levels of performance.</p>	<p>11/30/2003</p>	<p>Special Education Teachers</p>	<p>Ongoing</p>	<p>Met 2/3/04</p>
<p>Please explain the data (6 month) Special education student data on completion of functional assessments within the 25 day time frame reflected 100% of all students evaluated during this time period were given functional assessments within appropriate timelines. Data is not yet available to report what percentage of files include functional assessment data in the student's present levels of performance. This data will be reported at the 12 month progress report.</p>				
<p>Please explain the data (12 month) Staff have reviewed their current files and report that 100% of files include functional assessment data in the students' present levels of performance.</p>				

<p>Principle: 3 – Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Transition assessments were not always provided or being utilized for students by age sixteen for planning transitional activities and developing present levels of performance.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Transition assessments will be utilized to identify the students needs and interests in regards to the five planning areas of transition and summarized in the present levels of performance.</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Age appropriate transition assessments will be given and plans developed for students 100% of the time. The assessment data will also be included in developing the student's present levels of performance in the transition area.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>Transition assessment will be utilized for transition age students and present levels of performance and transition plans will be based on transition assessment data 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Special Education Staff will validate and submit to the OSE what percentage of students 15 or over have the following transition requirements in place:</p> <p>(1) transition assessments completed</p> <p>(2) present levels of performance that include data related to transition evaluation</p> <p>(3) five areas for transition planning in the IEP have been addressed with the required specifics and content.</p>	<p>11/30/2003</p>	<p>Special Education Teachers</p>	<p>Ongoing</p>	<p>Met 2/3/04</p>
<p>Please explain the data (6 month)</p> <p>Data collected by the special education staff indicated that transition assessments are ongoing for several student. Data will be available at the time of the 12 month progress report.</p>				
<p>Please explain the data (12 month)</p> <p>Secondary level staff report that 100% of files indicate transition assessments completed, present levels addressed and the five areas of transition planning included in the IEP's of students age 15 and above. Transition was not an issue for other staff as they are not case managers of students of transition age.</p>				

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Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) There was no documentation that parents were involved in the planning of student evaluations.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Student files will contain documentation that reflects parental participation/input into the evaluation planning process.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Parents will be provided with the opportunity to provide parental input into evaluation planning.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The prior notice/consent form will include a statement that would afford parents an opportunity to request additional evaluations for additional areas of concern. What data will be given to OSE to verify this objective? The OSE will receive a copy of the updated prior notice/consent form, which will include a statement for parent input as to whether there are other areas of concern for which additional evaluations are needed.	11/30/2003	Special Education Teachers	MET	
Please explain the data (6 month) An updated notice was submitted that includes a statement for parents to complete to provide parental input into the evaluation planning process.				
Please explain the data (12 month)				

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Principle: 5 – Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The annual goals were not always written in a manner that was observable or reasonable to attain in one year. The annual goals and short-term objectives did not always include the required conditions, performance and criteria for mastery.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The annual goals will be observable and reasonable to attain in a year. The annual goals and short-term objectives will include the conditions, performance and criteria necessary for mastery of the goals and objectives.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Observable, skill specific goals to be accomplished in a one-year time frame will be written 100% of the time. The annual goals and short-term objectives will include the conditions, performance and criteria necessary for mastery of the goals and objectives.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>The special education staff will receive training on writing annual goals that are observable and are reasonable to obtain in a year. The special education staff will receive training on writing goals and objectives that have the required criteria, which includes: conditions, required performance, and criteria for mastery.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Special Education Director will submit information as to who conducted the in-service, when the in-service was completed and what staff was in attendance.</p> <p>The Special Education Director will review three student files for each special education staff and document the number of file that had annual goals that were observable and reasonable to attain in a year.</p> <p>The Special Education Director will review three files for each Special Education Staff to validate that the annual goals or objectives include the required content. The Special Education Director will submit what percentage of the IEPs reviewed had the required components.</p>	<p>11/30/2003</p>	<p>Special Education Teachers & Director with training assistance from OSE</p>	<p>1.Ongoing</p>	<p>2. Met 2/3/04</p>
<p>2.The annual goals and short-term objectives will include the conditions, performance and criteria necessary for mastery of the goals and objectives.</p> <p>The date in-service was provided and the staff that was in attendance will be submitted to the OSE.</p> <p>The Special Education Director will review three files for each Special Education Staff to validate that the annual goals or objectives include the required content. The Special Education Director will submit what percentage of the IEPs reviewed had the required components.</p>			<p>2.Ongoing</p>	<p>2. Met 2/3/04</p>

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Please explain the data (6 month)

A training, addressing goals and objective development, was provided to the district special education staff on 9/19/03 by DOE special education program staff.
Data is not yet available regarding the percentage of student IEPs which reflect appropriate goals and objectives – this will be provided at the 12 month progress report.

Please explain the data (12 month)

In addition to the training by DOE on 9/19/03 indicated on othe District's progress plan, DDN training on goal and objective writing was attended by all staff on 1/21/04. The director of special education for the district has reviewed 3 current IEP's written by each of the 4 special education teachers and found 100% of the IEP's to have goals and objectives written to include the required components. The goals and objectives related to the present levels and were measurable with progress monitorable.